USER GUIDE
Kentucky Postsecondary Program Proposal System (KPPPS)

Please note the changes in the Notification of Intent section.

This manual contains basic instructions for completing a pre-proposal and full proposal for a new academic program within the Kentucky Postsecondary Program Proposal System.

1. INTRODUCTION

The 2011 revision of [New Academic Programs: Policy and Procedures](#)[1] was undertaken by CPE staff and institutional representatives in order to create a more coordinated approach to academic programming, to better connect academic program approval with review of existing programs, and to reflect best-practices in program approval and review. Implementation of the revised policy began on January 1, 2012.

Approval of new academic programs consists of two stages. In the *pre-proposal stage*, institutions provide information related to mission, quality, demand, cost, and assessment. Upon approval of the pre-proposal, the institution may submit a more in-depth program proposal. In the *proposal stage*, the institution submits a full program proposal that has been approved by the institutional governing board.

Please consult the [New Academic Programs: Policy and Procedures](#) for additional information, including definitions related to academic programming, eligibility status rules, and other guidelines. Below, you will find some important points regarding timing within the process.

Timeframes
- Within *three years* prior to beginning a new program, institutions should notify the Council of any new programs that they intend to develop on their campuses. Institutions should provide this notification via the Notification of Intent system within the KPEDS portal. Institutions may still undergo the new academic program approval process if they did not provide notification of intent to the Council within three years. It is helpful, however, to provide this notification, as it may foster cooperation among institutions who are planning to propose similar programs.
- After posting the pre-proposal to KPPPS, institutional representatives and Council staff have *45 days to review and comment*.
- If there are no unresolved objections to the proposed program, Council staff will approve the pre-proposal via KPPPS at the end of the 45-day comment period. The institution may then develop a full proposal.
- Council staff may request additional information during the 45-day comment period. The proposing institution must submit the requested information *within 30 days of the request*.
- After the requested information has been received and concerns resolved, Council staff will approve the pre-proposal via KPPPS. This is the completion of the process for pre-baccalaureate certificate, diploma, technical, or associate degree program of a vocational-technical-occupational nature. These types of programs require a pre-proposal only.
- Institutions proposing all other academic programs have *18 months after approval of the pre-proposal* to submit a full proposal.
- Council staff will review full proposals. If no issues exist, staff will recommend approval to the Council. If approved by the Council, new programs will be placed on provisional status and will be subject to an initial review process as outlined in the [Review of Existing Academic Programs Policy](#).[2]
- Institutions must implement the new program *within five years* of Council approval. If more than five years elapse, institutions must complete the approval process again.

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[1] http://cpe.ky.gov/NR/rdonlyres/280181DD-385C-4371-89D2-36EF9124B014/0/10_Program_Approval_New_Programs.pdf

[2] http://cpe.ky.gov/NR/rdonlyres/906C3B96-2DA6-4211-8036-56B63D191050/0/11_Program_Review_Existing_Programs.pdf

2. LOGIN

To log in:
- Begin by going to the Kentucky Postsecondary Education Data System (KPEDS) at http://kpeds.ky.gov/.
- Then, enter your username and password.
  - *(Username and password will be sent to users via e-mail when Council staff is notified of the user's institutional representative status.)*

Once you login, you will see the screen below. Select Program Management.

Then, select the appropriate system (Notification of Intent if notifying the Council of intent to create a new program within the next three years; KPPPS if completing a pre-proposal or full proposal).

(Note: Individual users may have access to different systems with the KPEDS portal. Individual users may have different or additional options than shown below.)

Kentucky Postsecondary Education Data System (KPEDS)

Please select from the following options:

Notification of Intent
Notify CPE of new programs your institution may propose in the next three years.

KPPPS
Review, submit or edit proposed academic programs.

Program Review
Review existing academic programs.

Logout

For authorized KPEDS users only. For public reports and statistics, please visit the Kentucky Postsecondary Education Data Portal.

If you experience technical difficulties with the application, please contact the KPEDS Help Desk by email: kpedshelp@ky.gov.

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

3. NOTIFICATION OF INTENT

Within three years prior to beginning a new program, institutions should notify the Council of any new programs that they intend to develop. Institutions may still undergo the new academic program approval process if they did not provide notification of intent to the Council within three years. It is helpful, however, to provide this notification, as it may foster cooperation among institutions who are planning to propose similar programs.

Programs that do not post a Notification of Intent at least six months prior to the submission of the pre-proposal will be required to either submit a justification for not doing so or have the pre-proposal rejected until such time as the Notification of Intent is available for review by the other institutions for six months.

After logging into the KPEDS portal and choosing "Program Management," choose "Notification of Intent."

You will be directed to a search screen. You may search for submitted notifications of intent by institution, program title, degree level, CIP code, and/or year submitted.

To add a Notification of Intent, click on the "Add New NOI" button (indicated with an arrow on the previous page). You will be directed to a page where you will be asked to provide the program title, degree level, and a brief program description. Please also choose the most appropriate CIP code. Once you choose the 2-digit code, the 4-digit codes within that CIP will populate in the "CIP Code" dropdown. Provide a proposed implementation date. Since institutions may not know a specific date, please choose any day within the month and year that the implementation is planned.

4. PRE-PROPOSAL INSTRUCTIONS

After selecting "KPPPS" from the KPEDS "Program Management" portal, you should see the Home Screen (below).

Select "Add Pre-proposal."

There are six (6) sections of the pre-proposal. You will need to complete each section. You may complete the sections in any order you choose. You do not have to complete all sections at one time. You can save a section and return to KPPPS at a later time to complete other sections. While in any tab, simply click the blue "Save" button at the bottom of the screen.

After selecting "Add Pre-Proposal," you will be directed to the page below (Basic Information Tab).

Basic Information Tab

Use drop-down boxes to choose:
- Institution
- Program Type
  - *There are three types of programs:*
    - *Collaborative Program – an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program. If your program is a collaborative program, please provide information regarding its collaborative nature (e.g., partner institution(s, how resources will be shared, etc.) in the description of the program (Mission Tab, item 1). A "Memorandum of Understanding" that clearly outlines program responsibilities and fiscal arrangements among participating institutions must be submitted with the full program proposal.*
    - *Joint Program – an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participant institutions and organizations share responsibility for all aspects of the program's delivery and quality. If this program type is chosen, please provide information regarding the joint nature of the program (e.g., sponsoring institution(s), agreements regarding assuring program quality, etc.) in the description of the program (Mission Tab, item 1). A "Memorandum of Understanding" that clearly outlines program responsibilities and fiscal arrangements among participating institutions must be submitted with the full program proposal.*
    - *Single Institution – an academic program offered solely by one institution.*
- Degree Level
  - *Degree levels are based on IPEDS definitions and include: associate, baccalaureate, diploma < 1 year, diploma 1 – 2 years, diploma 2 – 4 years, doctor's degree – other, doctor's degree – professional practice, doctor's degree research/scholarship, master's, post-baccalaureate certificate, post-doctor's degree professional practice certificate, post-master's certificate, specialist, undergraduate certificate 1 – 2 years, undergraduate certificate 2 – 4 years. A full listing of degree and credential definitions can be found on pages 6 – 9 in the [New Academic Programs: Policy and Procedures](#).*
- Degree Designation
  - *This dropdown box will provide a menu of the most commonly awarded degree designations (e.g., Bachelor of Arts, Master of Fine Arts).*
- CIP Code (2-Digit) and CIP Code
  - *First, choose the most appropriate 2- Digit CIP Code for the program. For a list of CIP codes, please visit: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55*
  - *Once you choose the 2-digit code, the 4-digit codes within that CIP will populate in the "CIP Code" dropdown. Please choose the most appropriate 6-digit CIP code.*

Check the appropriate boxes:
- Is the program a pre-baccalaureate certificate, AAS, or diploma program? Yes/No
- Is this a stackable credential? Yes/No
  - *This question is applicable to KCTCS programs only.*
- Is this program an advanced practice doctorate? Yes/No
  - *An advanced practice doctorate, also known as a professional doctorate, is a program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. In most cases, it is a clinical program designed to meet the needs of allied health professions (e.g., the doctorate of nursing practice). If the program is an advanced practice doctorate, an additional tab, labeled "AdvPrac," will become available. See pages 18 - 19 for directions for filling out this portion of the pre-proposal.*

Fill in information in boxes:
- Program name - This is the institution's proposed name for the program.
- Proposed implementation date - click on calendar to choose date.
- Institutional contact information – This refers to the person who can answer detailed questions about the proposed program.

Click "Save," then "Next."

Mission Tab

Mission Tab

| Basic Info | Mission | Quality | Demand | Cost | Assess |

Centrality to the Institution's Mission and Consistency with State's Goals

💾 Incomplete   Unlocked 🔲

Navigation (left sidebar):
- Home
- Pre-Proposal
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Pre-Proposal Status
- 💾 Incomplete
- 🔲 Unlock
- ○ View more status

Action

Select an action... ▾ Go

1. * Provide a brief description of the program.

2. What are the objectives of the proposed program?
   *

3. Explain how the objectives support the institutional mission and strategic priorities, the statewide postsecondary education strategic agenda , and the statewide strategic implementation plan.
   *

4. Is an approval letter from Education Professional Standards Board (EPSB) required?   ☐ Yes ☐ No

Do you ☐ Agree or ☐ Disagree ?
If an institution declines to comment or fails to comment on another institution's pre-proposal, CPE will consider that implicit consent.

CPE Administrator Comments :

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Mission Tab (continued)

Centrality to the Institution's Mission and Consistency with State's Goals

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan. In addition, there should be a clear connection between the proposed program and the state's postsecondary goals.

1. Provide a brief description of the program.
   - *Please provide a succinct description of the program that would be readily understandable to a constituent who is not familiar with the proposed discipline.*

2. What are the objectives of the proposed program?
   - *These objectives should deal with the specific institutional and societal needs that this program will address.*
   - *Societal needs encompass social, economic, environmental, and other needs at the local through global levels.*
   - *"Program objectives" is not synonymous with "student learning outcomes."*

3. Explain how the objectives support the institutional mission and strategic priorities, the statewide [postsecondary education strategic agenda](#) , and the statewide strategic implementation plan. Explain how the proposed program relates to the institutional mission and strategic plan.
   - *Review your institution's mission and strategic plan. Highlight which areas of the academic plan will be furthered through implementation of this program. Describe how the program will address the institution's mission and strategic goals.*
   - *The state's strategic plan for postsecondary education focuses on four areas. Please choose which area(s) your proposed program relates to along with which policy objective(s) that your proposed program will address. Explain how the proposed program addresses this goal.*
     - *College readiness – Will the program increase the number of college-ready Kentuckians entering postsecondary education? Will it increase the number of college-ready GED graduates? Will it increase the effectiveness of Kentucky's K-12 teachers and school leaders?*
     - *Student success – Does this program increase high-quality degree production and completion rates? Does it help close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students? Does this program decrease financial barriers to college access and completion?*
     - *Research, economic, and community development: Does this program increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach?*
     - *Efficiency and innovation: Does this program increase academic productivity through program innovations? Does this program maximize the use of postsecondary and adult education resources?*

4. Is an approval letter from Education Professional Standards Board (EPSB) required?
   - *If this is a program leading to teacher, principal, or superintendent certification, rank change, etc., the EPSB must approve the program.*
   - *EPSB approval should be sought after CPE approval.*
   - *A pdf copy of the EPSB approval letter may be e-mailed to Dr. Melissa Bell (melissa.bell@ky.gov).*

Click "Save," then "Next."

Quality Tab

KPPPS

Council on Postsecondary Education

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| Basic Info | Mission | **Quality** | Demand | Cost | Assess |

Program Quality and Student Success

⊟Incomplete   Unlocked ⊟

Pre-Proposal Status

⊟ **Incomplete**
⊟ **Unlock**
⦿ View more status

Action

Select an action... ▼ Go

1. What are the intended student learning outcomes of the proposed program?
  *

2. How will the program support or be supported by other programs within the institution?
  *

3. * Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program?   ☐ Yes ☐ No

4. * Will this be a 100% distance learning program?   ☐ Yes ☐ No

5. * Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?   ☐ Yes ☐ No

6. * Are new or additional faculty needed?   ☐ Yes ☐ No

Do you ☐ **Agree** or ☐ **Disagree** ?
If an institution declines to comment or fails to comment on another institution's pre-proposal, CPE will consider that implicit consent.

CPE Administrator Comments :

Back <<   Save This Section ▼   Save   >> Next

Quality Tab (continued)

Kentucky's future in large part depends upon helping more students advance through the educational system and graduate in less time. Increases in degree production and completion rates, while critical, cannot be achieved at the expense of academic quality. Therefore, the statewide policy for approving new academic programs values both academic quality as well as faculty and staff efforts to facilitate student success.

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. What are the intended student learning outcomes of the proposed program?
   - *PLEASE NOTE: This item pertains to program-level learning outcomes.*
   - *Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.*
     - *You may provide a narrative, a visual (chart, table, graphic), or both that demonstrates the relationships between course-level student learning outcomes and program-level student learning outcomes.*

2. How will the program support or be supported by other programs within the institution?
   - *Explain any shared faculty, shared courses, collaborative research, etc.*

3. Will this program replace or enhance any existing program(s) or specializations within an existing program?
   - *If so, please explain which programs will be enhanced or eliminated as a result of the proposed program.*

4. Will this be a 100% distance learning program?
   - *This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*

5. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes/No

   If yes, please check all that apply. At least one box must be checked if "Yes" is indicated above.
   - Distance learning
     o *A distance learning course is a course in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*
   - Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
   - Technology-enhanced instruction
   - Evening/weekend/early morning classes
   - Accelerated courses
     o *An accelerated course refers to a course that can be completed in less than a traditional semester.*
   - Instruction at nontraditional locations, such as employer worksite
   - Courses with multiple entry, exit, and reentry points
   - Courses with "rolling" entrance and completion times, based on self-pacing
   - Modularized courses
     o *A module refers to a standalone segment or component of a parent course for which content has been determined and credit assigned. The sum of the constituent modules is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.*

6. Are new or additional faculty needed? Yes/No

   If yes:
   - Please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
     o *Faculty resources should be adequate and appropriate for the proposed program. The qualifications of faculty should support the objectives and curriculum of the proposed program.*
     - Note whether faculty will be full-time or part-time.
       o *If new faculty are indicated, please ensure that related expenses are noted in the proposed budget.*

Click "Save," then "Next."

Demand Tab

Demand Tab (continued)

Program Demand/Unnecessary Duplication
Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. **All proposed programs must address student demand**. Programs must also address **either employer demand or academic disciplinary needs**.

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.
   - *Institutions must show that faculty and staff have made efforts to ascertain student demand. The institution must demonstrate that it has systematically gathered data, studied the data, and can reasonably estimate student demand for the program. Anecdotal evidence is not sufficient.*
   - *Evidence of student demand is typically in the form of surveys of potential students and/or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.*
   - *If the program is being proposed to meet employer demand, provide evidence of employer demand within your area of geographic responsibility as well as the state and national levels. The following are links to helpful resources on employer demand statistics.*
     - [U.S. Department of Labor, Bureau of Labor Statistics – Occupational Outlook Handbook](#) Explains the education and training needed, earnings, expected job prospects, nature of the work, and working conditions for hundreds of different types of jobs.
     - [CareerOneStop – U.S. Department of Labor, Employment and Training Administration](#) Provides occupation profiles and information on fastest growing occupations, occupations with most openings, highest paying occupations, and other useful statistics.
     - [Kentucky Labor Market Information](#) State- and region-level labor market statistics, occupational information, industry data, and workforce training information.
     - Please see additional resources on KPPPS entitled, "Demand Section Resources."
   - *If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.*

2. Specify any distinctive qualities of the program. For instance:
   - *Are any of your faculty nationally or internationally recognized for expertise in this field?*
   - *Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution?*
   - *Do you have any specialized research facilities or equipment that are uniquely suited to this program?*

3. KPPPS will populate a table with information regarding existing similar programs. Review this list and answer the following.
   - **Please note that conversations with colleagues at institutions with similar programs should occur before a pre-proposal is posted. A summary of those conversations should be included in the answers to the following questions. You can find similar programs by searching [CPE's Inventory of Approved Programs](#). In addition, CPE staff can help identify similar programs after a potential program is posted on the Notification of Intent system.**

If similar programs exist:
- Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?
  - *If yes, please explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then **the proposing institution should describe the collaborative arrangements being pursued with institutions that offer similar programs**. Briefly describe any correspondence you have had with faculty and administrators at institutions with similar programs.*

- Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs?
  - *If yes, please explain. Is the proposed program online? Are existing programs online?*
  - *If so, explain how your program targets a different student population than existing programs? For instance, is it focused on adult learners and provides the flexible programming options required by this student population?*

- Is access to existing programs limited?
  - *If yes, please explain. For example, are other programs geographically remote from your target student population? Are they delivered in a face-to-face format only?*

- Is there excess demand for existing similar programs?
  - *If yes, please explain. For example, is there a waiting list at other programs? If so, how many students are on the waiting list?*

Advanced Practice Doctorate Tab

An advanced practice doctorate is a doctorate designed to meet the workforce and applied research needs of a profession. If your program is of this type, please address the following.

1. Does the curriculum include a clinical or experiential component?
   - *If yes, list and discuss the nature, appropriateness, and availability of clinical sites.*
   - *Supply letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.*

2. Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.
   - *Provide a description of the master's program or programs and note any distinctive qualities of these programs as well as any national recognition bestowed upon the program.*

3. Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.
   - *Institutions should provide evidence of these needs. For example, institutions should explain situations such as a professional organization or an accrediting agency requiring a doctorate in order for graduates to practice or advance in the field of study.*

4. Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed, or if any courses will be cut.
   - *If there is no impact on undergraduate education, please provide a synopsis of how a new doctorate can be developed and implemented without financial or staffing implications for undergraduate education.*

5. Provide evidence that funding for the program will not impair funding of any existing program at any other public university. For example:
   - ***You must obtain financial and enrollment data from institutions with similar programs and include a summary of this information in your pre-proposal.***
   - ***You must also obtain a letter from institutions with similar programs, stating that there will not be an impact on their existing programs. In your pre-proposal, please note which institutions have provided the letters. Those letters will be provided to CPE in the full proposal stage.***

Click "Save," then "Next."

Cost Tab

Higher education institutions are being asked to make increasingly-difficult decisions regarding the budgeting of scarce resources. Please consider the financial plan for the proposed program. Provide adequate documentation to demonstrate sufficient return on investment to offset new costs and justify approval for the proposed program.

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Pre-Proposal Status

- Incomplete
- Unlock
- View more status

Action

Select an action... ▼ Go

Basic Info	Mission	Quality	Demand	Cost	Assess

Cost and Funding of the Proposed Program

Incomplete   Unlocked

1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below.

▶ A. Funding Sources, by year of program	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
New :					
Existing :					
Narrative Explanation/Justification :					
Total Resources Available from Other Non-State Sources					
New :					
Existing :					
Narrative Explanation/Justification :					
State Resources					
New :					
Existing :					
Narrative Explanation/Justification :					
Internal					
Allocation :					
Reallocation :					
Narrative Explanation/Justification ❔					
Student Tuition					
New :					
Existing :					
Narrative Explanation/Justification ❔					
Total					
New :	$0	$0	$0	$0	$0
Existing :	$0	$0	$0	$0	$0
Total Funding Sources :	$0	$0	$0	$0	$0

Cost Tab (continued)

Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is used to determine efficient resource utilization.

A.   **Funding Sources by year of program**

Insert information for funding sources for the first five years of the proposed program.

- Total Resources available from Federal Sources
  - *If amount other than $0, please provide narrative explanation/justification. Federal sources include grants, earmarks, etc.*
- Total Resources Available from Other Non-State Sources
  - *If amount other than $0, please provide narrative explanation/justification. Non-state sources include philanthropies, foundations, individual donors, etc.*
- Total Resources Available from State Resources
  - *If amount other than $0, please provide narrative explanation/justification. State sources include general fund revenue, grants, pass-thru funds, etc.*
- Total Resources Available from Internal Allocation/Reallocation
  - *If amount other than $0, please provide narrative explanation/justification. The source and process of allocation and reallocation should be explained, including an analysis of the impact of the reduction on existing programs and/or organization units.*
- Total Resources Available from Student Tuition
  - *In narrative explanation/justification, please describe how student tuition figures were calculated (e.g., X students per semester multiplied by tuition rate, plus fees.)*
- TOTAL : This is pre-populated by KPPPS.

B. **Breakdown of Budget Expenses/Requirements.**
Insert information for budget expenses/requirements for the first five years of the program.

- *Staff*
  - *Executive, administrative, and managerial*
  - *Other Professional*
  - *Faculty*
  - *Graduate Students*
  - *Student Employees*
- ***If amount other than $0 for any of the above staff categories, please provide narrative explanation/justification in the last box of the staff category (Student Employees; See screen shot below).***
- *Identify the number of new faculty required and whether the new hires will be part-time or full-time.*
- *Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.*
- *Graduate assistantships should be listed only if the program being submitted is at the master's or doctoral level.*

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff: Executive, administrative, and managerial					
New :					
Existing :					
Other Professional					
New :					
Existing :					
Faculty					
New :					
Existing :					
Graduate Assistants (if master's or doctorate)					
New :					
Existing :					
Student Employees					
New :					
Existing :					
Narrative Explanation/Justification					

- Equipment and Instructional Materials
  - *If amount other than $0, please provide narrative explanation/justification. Explain the types of equipment and instructional materials that will be purchased as a result of the proposed program.*
- Library
  - *If amount other than $0, please provide narrative explanation/justification. Amount should include new journal subscriptions, collections, and electronic access.*
- Contractual Services
  - *If amount other than $0, please explain the types of contractual services that will be procured.*
- Academic and/or Student Services
  - *If amount other than $0, please explain the types of academic and student support services that will be provided by the proposed program.*
- Other Support Services
  - *If amount other than $0, please explain what support services will be provided.*
- Faculty Development
  - *If amount other than $0, please explain how this money will be used (travel, conferences registrations, on-site consultants, etc.)*
- Assessment
  - *Includes major field exam costs, costs associated with licensure testing (e.g., NCLEX), etc. If amount other than $0, please provide narrative explanation/justification.*
- Student Space and Equipment
  - *Include only if proposed program is a doctorate.*
  - *If amount other than $0, please provide an explanation of student space that must be procured and any equipment for student use that must be purchased.*
- Faculty Space and Equipment
  - *Include only if proposed program is a doctorate.*
  - *If amount other than $0, please provide an explanation of space and equipment that must be procured for program faculty.*
- Other
  - *If amount other than $0, please provide narrative explanation/justification.*

- TOTAL: This will be populated by KPPPS.

Assessment Tab

Program Review and Assessment

Describe the program's plan for assessing student learning. The description should include plans for annual evaluation of program-level student learning outcomes.

1. Describe how each program-level student learning outcome will be assessed and how assessment results will be used for improving the program.
    - *Explain how each program-level student learning outcome will be assessed.*
        o   Include all direct and indirect assessment methods used to evaluate program-level learning outcomes.
    - *Direct measures provide direct observation or examination of student knowledge or skills (i.e., attainment of student learning outcome). Examples include locally-developed exams, portfolios (evaluated via a rubric), course-embedded assignments (papers, exam questions, etc.; evaluated via a rubric), standardized exams, oral exam (evaluated via a rubric), pre/post tests, capstone course evaluation. For further explanation and examples, please see: http://www.ccaurora.edu/students/academic-support/testing/assessment-testing/direct-indirect*
    - *Indirect assessments measure the perceived extent or value of learning experiences. Indirect measures can provide important information, such as students' attitudes toward the program or employers' experiences with your alumni, that cannot be obtained via direct measures. Examples include exit surveys, student focus group results, employer surveys. For further explanation and examples, please see: http://www.ccaurora.edu/students/academic-support/testing/assessment-testing/direct-indirect*

- *Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered.*
  - For example, suppose a proposed program has seven program-level student learning outcomes. Three of these seven outcomes may be assessed annually via a major field exam administered to graduating seniors. Six out of the seven may be assess annually via a portfolio review. One outcome might be evaluated via embedded assessments in freshman-level and senior-level courses. Please account for the assessment of each program-level student learning outcome.
  - **Most importantly, explain how assessment results will be used to make improvements to the program.**
- *Please note that this item refers to program-level, not course-level, assessment. Course grades are not an appropriate source of data for program-level assessment.*
- *Please note that this question is one of the most frequently commented-upon questions within the pre-proposal. If you have further questions about the information requested in the assessment tab, please contact Jill Compton (jilld.compton@ky.gov), who will provide a list of resources.*

Comment Period

Institutional representatives will be notified via e-mail when new pre-proposals have been posted to KPPPS. The review period for pre-proposals is 45 days. During this time, each institution should review the pre-proposal and post any comments or questions. **If institutional representatives do not post a comment or question within the 45-day period, this constitutes implicit consent with each element of the pre-proposal.**

To post a comment or question:

- **Find a Pre-Proposal** (first screen shot below)
  Use the drop-down boxes to choose institution, degree level, two-digit CIP, submission year, and/or proposal status.
- **Submit a comment or question** (second screen shot below)
  Click on the pencil icon next to the program that you would like to review. This will open up the pre-proposal (see below). Choose the tab (Mission, Cost, etc.) that is relevant to your comment. Then, click "User Comments" on the left side of the screen. Click on the "Add Comment" button to add your comment to the pre-proposal.

Total Record Count: 28   Export:

Institution Name	Program Title	Degree Designation	CIP	Submission	Completion	Status
Eastern Kentucky University	Social Justice Studies	BACHELOR O...	30.9999			Incomplete
Kentucky State University	Doctor of Nursing Practice	DOCTOR OF ...	51.1602	9/7/2013		Under Review
Maysville Community & Technical College	Emergency Medical Services - P...	POSTSECOND...	51.0904.30			Under Review
Maysville Community & Technical College	Apprentice Cosmetology Instruc...	POSTSECOND...	12.0401	6/21/2013		Approved

. . . .

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5. FULL PROPOSAL INSTRUCTIONS

Once the pre-proposal has been approved, a "Full Proposal" tab will appear (see below). For specific examples and instructions on each of the sections, please see the Pre-Proposal section of the manual. The following sections will cover only information that is unique to the full proposal.

Full Proposals should be submitted at least one month prior to the Council meeting at which it will be considered.

After selecting "Full Proposal," you will be directed to the area where you will complete the proposal. Certain fields will be pre-populated from the approved pre-proposal. You may edit your response if desired, or leave as it is shown.

Mission Tab

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.
    - *The program objectives are pre-populated from the pre-proposal but you can provide additional information.*

2. – 4. Parts 2, 3, and 4 are included in the pre-proposal as a single item. In the proposal phase, these are separated into three separate sections. This allows for an expanded description of how this proposal meets each requirement.

Quality Tab

1. List all student learning outcomes of the program.
   - *This is pre-populated.*
2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.
   - *A narrative explanation may be included in the text box. A table that shows which courses in the program core will meet each of the student learning outcomes is also acceptable. You may upload a Word, Excel or pdf document to provide the table.*
3. Highlight any distinctive qualities of this proposed program.
   - *This is pre-populated.*
4. Will this program replace any existing program(s) or specialization within an existing program?
   - *This is pre-populated.*
5. Include the projected faculty/student in major ratio.
   - *Provide an estimate based on expected enrollment.*

Quality Tab (Continued)

6. * Is there a specialized accrediting agency related to this program? ☐ Yes ☑ No

7. Attach SACS Faculty Roster Form. See instructions.

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

Total Record Count: 1				
	File Name	**File Size(KB)**	**DownLoad**	**Delete**
📎			●	✖

File Upload* : [_____] [Browse...]

[Upload]

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Total Record Count: 1				
	File Name	**File Size(KB)**	**DownLoad**	**Delete**
📎			●	✖

File Upload* : [_____] [Browse...]

[Upload]

B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

No uploaded file(s) present

File Upload* : [_____] [Browse...]

[Upload]

6.   Is there a specialized accrediting agency related to this program?
- *Indicate any accrediting agencies (e.g., ABET, ACOTE, etc.) related to the program and specify whether you intend to seek accreditation.*

7.   Attach SACS Faculty Roster Form.
- *Files may be in Word, Excel, or pdf format.*

8.A.   Describe the library resources available to support this program.
- *You may attach any documentation provided to SACS (in Word, Excel, or pdf formats).*

8.B.   Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.
- *If preferred, you may upload a document (in Word, Excel, or pdf formats).*

Quality Tab (Continued)

9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.

10. Clearly state the degree completion requirements for the program.

11. Provide the following information for the program and for each specialization (some categories may not apply to all programs):

Total Record Count: 1

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives	
Program						⊗

Name :

Total number of hours required for degree :

Number of hours in degree program core :

Number of hours in specialization :

Number of hours in guided electives :

Number of hours in free electives :

[Add]   [Clear]

9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.
   - *Be as detailed as possible and address all three components – admission, retention, and completion.*

10. Clearly state the degree completion requirements for the program.
   - *Include all completion requirements, including any capstone courses, practicum experiences, etc.*

11. Provide the following information for the program and for each specialization (some categories may not apply to all programs).
   - *Provide total number of hours required for the degree, number of hours required for the degree core, number of hours in specialization area, number of hours in guided electives, and number of hours in free electives.*
   - *A guided elective (or "advised elective") is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.*
   - *Indicate a zero for any area not requiring hours (e.g., no free electives in the program).*

Quality Tab (Continued)

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this program.

    ▪ *Include a summary of initial discussions with other institutions (both community and technical colleges and universities) about pathways for student transfer. If none have occurred, please explain.*

13. List courses under the appropriate curricular headings.

    ▪ *Download the course template by clicking on "Click here to download the course template." Complete the template and upload as an Excel or pdf file.*

14. Will this program utilize alternative learning formats (e.g., distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses?

    ▪ *If "Yes," check all that apply and be as specific as possible in your description.*

Demand Tab

The Demand Tab in the full proposal section is similar to the pre-proposal, but prompts for greater detail. Please be sure to provide all requested information, including demand evidence at the regional, state and national levels. Results from student and employer surveys should be included in this section.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.

    a. Provide evidence of student demand at the regional, state and national levels.
        ▪ *Explain how student demand was determined. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.*
    b. Identify the applicant pool and how they will be reached.
        ▪ *If an undergraduate program, please provide information regarding plans to reach first-time freshman and other native students, as well as transfer students.*
    c. Describe the student recruitment and selection process.
        ▪ *Describe the processes for recruitment and the admission criteria for both native and transfer students.*

Demand Tab (Continued)

d. Identify the primary feeders for the program.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester
2013-2014		
2014-2015		
2015-2016		
2016-2017		
2017-2018		30

1d.   Identify the primary feeders for the program.
- *List the colleges, schools, programs from which students for this program will be recruited.*

1e.   Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.
- *Will this program increase the overall enrollment on the campus? If so, describe how.*

1f.   Project estimated student demand for the first five years of the program.
- *Provide as accurate projections as possible based on 1a.*

Demand Tab (Continued)

2. Employer Demand:

Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

3. Academic Disciplinary Needs:

Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

2. Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduate of the proposed program.
    - *Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state, and national levels.*
    - *See employer demand resources listed on page 17.*
    - *Use all available data to make this section as specific as possible. Be sure to include information from regional, state and national market analyses.*
3. Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.
    a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

Demand Tab (Continued)

4. Similar programs:

A new program may serve the same potential student population. The proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

a. * Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?   ☐ Yes ☐ No

Please identify similar programs in other SREB states and in the nation.

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

 # Enr = Fall Enrollments , Grd = Academic Year Graduates

❓ For questions on enrollment or degree data, please contact kpedshelp@ky.gov.

CPE Administrator Comments :

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4.   A new program may serve the same potential student population. The proposed program must be sufficiently different form existing programs programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

     a.   Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?
- *If yes, identify the similar programs in other SREB states and in the nation.*
- *SREB states include Alabama, Arkansas, Delaware, Florida, Geogia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.*

     b.   A list of similar programs from other public institutions in Kentucky will pre-populate.

Cost Tab

Please note that certain fields have been pre-populated from your approved pre-proposal. You may edit your response if desired, or leave as it is shown.

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. * Will this program require additional resources?   ☑ Yes   ☐ No

Please provide a brief summary of additional resources that will be needed to implement this program over the next five years.

2. * Will this program impact existing programs and/or organizational units within your institution?   ☑ Yes   ☐ No

Please describe the impact.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

1. Will this program require additional resources? If yes, please provide a brief summary of additional resources that will be needed to implement this program over the next five years.
   - *Resources include additional staffing, equipment, laboratory apparatus, etc.*
2. Will this program impact existing programs and/or organizational units within your institution?
   - *If yes, please describe what programs will be closed or what resources will be impacted by the proposed program.*
3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.
   - *Will the program increase retention rates, and, therefore, generate tuition dollars? Will the program increase revenue by attracting a new pool of students? Will graduates fill employment needs in the state? Will graduates likely continue their studies in an advanced degree that has been shown to be beneficial to the economic needs of the state?*
   - *If no new costs are anticipated, please explain why.*

Cost Tab (Continued)

A. Funding Sources, by year of program	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
New :					
Existing :					
Narrative Explanation/Justification :					
Total Resources Available from Other Non-State Sources					
New :					
Existing :					
Narrative Explanation/Justification :					
State Resources					
New :					
Existing :					
Narrative Explanation/Justification :					
Internal					
Allocation :					
Reallocation :					
Narrative Explanation/Justification :					
Student Tuition					
New :					
Existing :					
Narrative Explanation/Justification :					
Total					
New :					
Existing :					
Total Funding Sources :					

This is pre-populated. Be sure to include any updates and justification (➡) for all sections that include costs.

The totals will pre-populate. (➡).

Cost Tab (Continued)

This section is identical to the pre-proposal Cost section. Please provide any updates, and ensure that all relevant narrative explanation/justification have been completed.

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff: Executive, administrative, and managerial					
New :					
Existing :					
Other Professional					
New :					
Existing :					
Faculty					
New :					
Existing :					
Graduate Assistants (if master's or doctorate)					
New :					
Existing :					
Student Employees					
New :					
Existing :					
Narrative Explanation/Justification					
Equipment and Instructional Materials					
new :					
Existing :					
Narrative Explanation/Justification :					
Library					
New :					
Existing :					
Narrative Explanation/Justification :					
Contractual Services					
New :					
Existing :					
Narrative Explanation/Justification :					
Academic and/or Student Services					
New :					
Existing :					
Narrative Explanation/Justification :					
Other Support Services					
New :					
Existing :					
Narrative Explanation/Justification :					
Faculty Development					
New :					
Existing :					
Narrative Explanation/Justification :					
Assessment					
New :					
Existing :					
Narrative Explanation/Justification :					
Student Space and Equipment (if doctorate)					
New :					
Existing :					
Narrative Explanation/Justification :					
Faculty Space and Equipment (if doctorate)					
New :					
Existing :					
Narrative Explanation/Justification :					
Other					
New :					
Existing :					
Narrative Explanation/Justification :					
Total					
New :					
Existing :					
Total Budget Expenses/Requirements :					
Grand Total					
Total Net Cost :					

Be careful! This narrative is for the entire section for staffing costs.

Assessment Tab

> **1.** * Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.
>
> ---
>
> **Do you** ☐ **Agree** or ☐ **Disagree** ?
>
> If an institution declines to comment or fails to comment on another institution's pre-proposal, CPE will consider that implicit consent.
>
> CPE Administrator Comments :
>
> [Back <<] [Save This Section ▼] [Save]

1. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

   - *This item is included on the pre-proposal. Please see page 24 - 25 above for more information regarding assessment tab questions and assessment resources.*
   - *The assessment tab is one of the sections that elicits the most questions/comments during the 45-day pre-proposal review period. Please revise accordingly if questions/comments were raised during the pre-proposal.*
   - *Please note that this item refers to program-level, not course-level, assessment. Course grades are not an appropriate source of data for program-level assessment.*

Troubleshooting in KPPPS

- *If you have any difficulties logging into the system, please try a different web browser. Google Chrome and Firefox tend to work well.*

- *Once you have opened a pre-proposal or proposal, you will see a "Help" button on the left side of the screen. Clicking on this will take you to the page above. This page will have links to video tutorials (coming soon) and this User Manual (Implementation Guide).*

- *If you have questions regarding KPPPS, click on "Ask a Question." You will be directed to a separate window where your question may be submitted.*